

Window Rock Unified School District

Highly Effective Teachers and Principals
June 2012



AZ Framework For Measuring Educator Effectiveness– WRUSD Committee

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The Process

- ▶ After each summit, we met with teachers and principals at each school
- ▶ Survey to define teacher/principal effectiveness, determine weights
- ▶ Developed Goals based on surveys and teacher/principal input
- ▶ Developed Time Line/Action Plan



Purpose of our Evaluation System

- 1) Determine whether students are meeting achievement growth expectations.
- 2) Determine the types of assistance and support a struggling teacher or principal may need
- 3) Gather information to determine what professional development opportunities are needed
- 4) Gather information on a teacher's or principal's ability to work collaboratively with colleagues to evaluate needs of and determine appropriate instruction for at-risk or struggling students.
- 5) Determine how students and parents perceive a teacher's instructional efforts or a principal's leadership efforts.

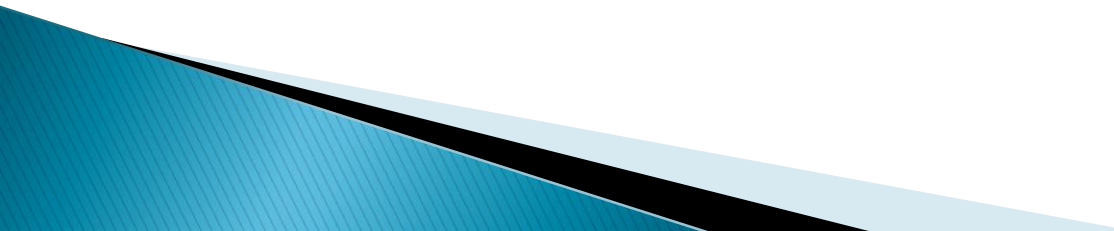




Teacher Effectiveness

- ▶ Knowledgeable
state standards, content area, teaching strategies,
data to drive instruction, designs effective and
meaningful lessons
- ▶ Classroom Manager
organized, well-prepared, creates an
environment conducive to learning
- ▶ Professionalism
collaborates, reflective teaching, wants to create
a positive change, good communicator
- ▶ Student Centered
caring, high expectations, believes all students
can learn, positive, facilitator

Effective Teachers

- ▶ Evidence of Growth in Student Learning and Competency
Examples: *AIMS, Galileo, Pre/Post Assessments*
 - ▶ Evidence of Instructional Quality/Leadership
 - ▶ Examples: *Teacher Observations, Lesson plans, Surveys*
 - ▶ Evidence of Professional Responsibility
 - ▶ Examples: *Portfolios, Professional Development, Surveys, Teacher Attendance*
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Considerations

- ▶ Outline:

Group A: Elementary Teachers, Middle School
and High School Teachers
Immersion School– Include CBM?

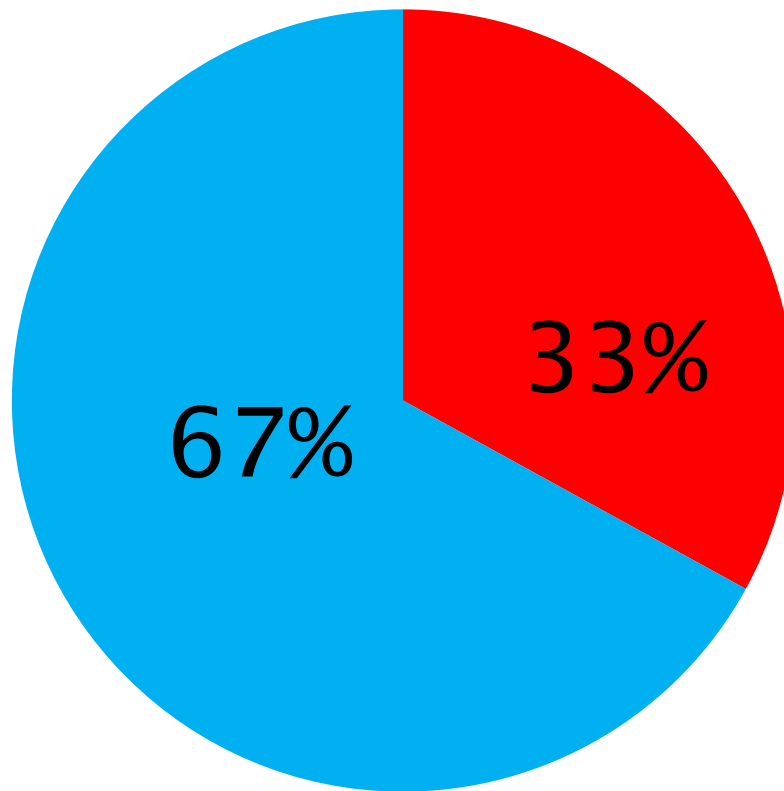
- ▶ Galileo:

- 1) Benchmark Assessments– Intended to
Inform Instruction

- 2) Pre/Post Test– Evaluate Instructional
Effectiveness as related to student growth



Sample Weighting Group “A”



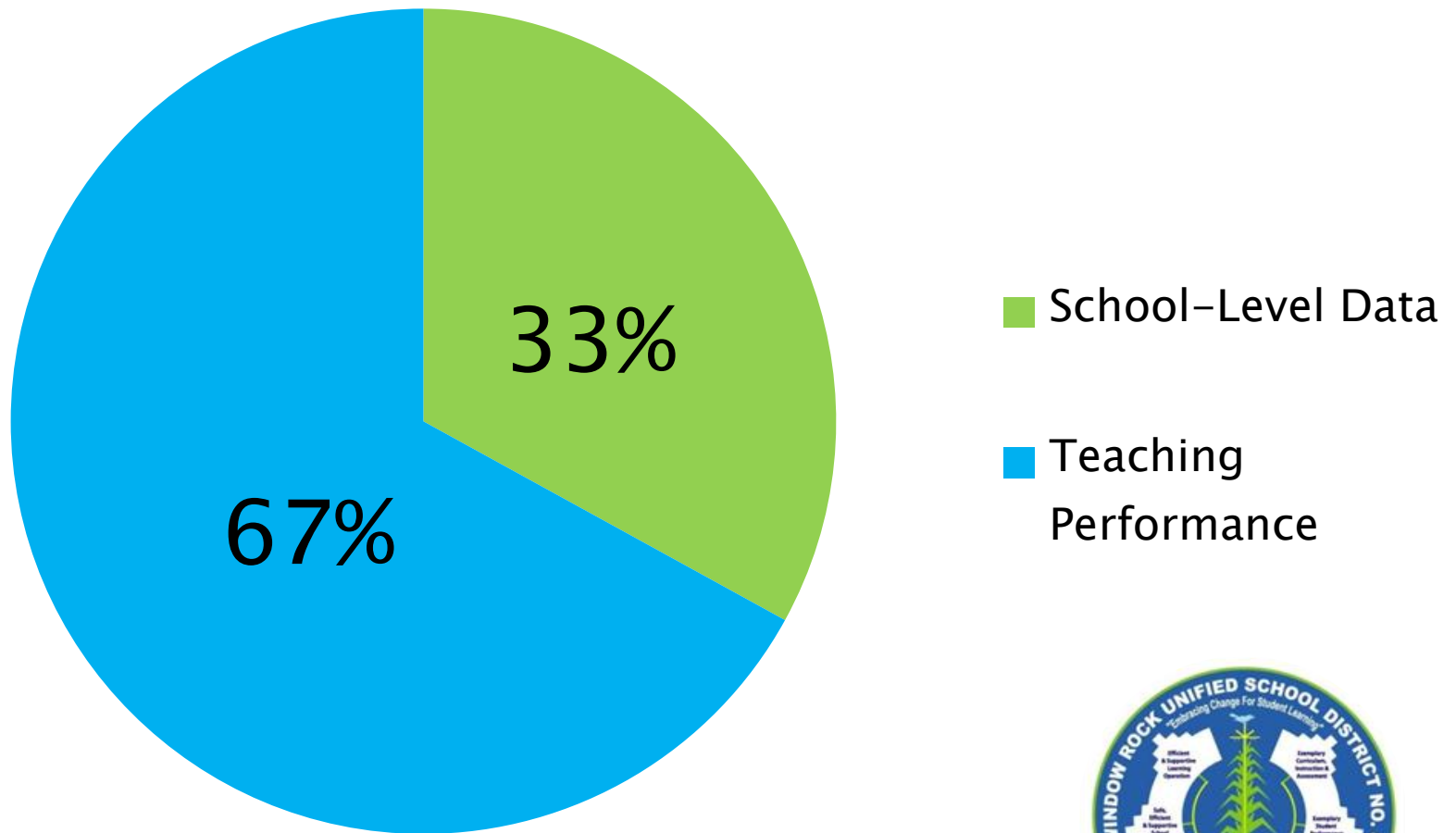
- Classroom-Level Data
- Teaching Performance



Framework for Teacher Evaluation Instrument– Group “A”

	Classroom–Level Data 33%	Teaching Performance 67%
GROUP “A” (Teachers with available classroom–level student achievement data that are valid & reliable; aligned to AZ’s academic standards, & appropriate to individual teachers’ content areas.	<ul style="list-style-type: none"> •AIMS/Stanford 10 (SAT 10) (11%) •District/School–Level Benchmark Assessments Galileo–aligned with Arizona State Standards (11%) Pre/Post Test (Galileo) (11%) 	<p>50%= Teacher Evaluation/Observation– Dr. Marzano’s Causal Model</p> <p>10%= Artifacts (lesson plans, peer observations, PD Portfolio)</p> <p>7%=Student/Parent Surveys</p> <p>–4 observations per SY</p> <p>–Possible Rubric</p> <p>Beginning (Ineffective)</p> <p>Developing (Partially Effective)</p> <p>Applying (Effective)</p> <p>Innovating (Highly Effective)</p>

Sample Weighting Group “B”



Framework for Teacher Evaluation Instrument– Group “B”

	School–Level Data 33%	Teaching Performance 67%
GROUP “B” (Teachers with limited or no available classroom–level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas.)	<ul style="list-style-type: none"> •AIMS/Stanford 10 (11%) •District/School–Level Benchmark Assessments Galileo–aligned with Arizona State Standards (11%) •Pre/Post Test (Galileo) (11%) 	<p>50%= Teacher Evaluation/Observation –Dr. Marzano’s Causal Model</p> <p>10%= Artifacts (lesson plans, peer observations, PD Portfolio)</p> <p>7%=Student/Parent Surveys</p> <p>–4 observations per SY</p> <p>–Possible Rubric</p> <p>Beginning (Ineffective)</p> <p>Developing (Partially Effective)</p> <p>Applying (Effective)</p> <p>Innovating (Highly Effective)</p>

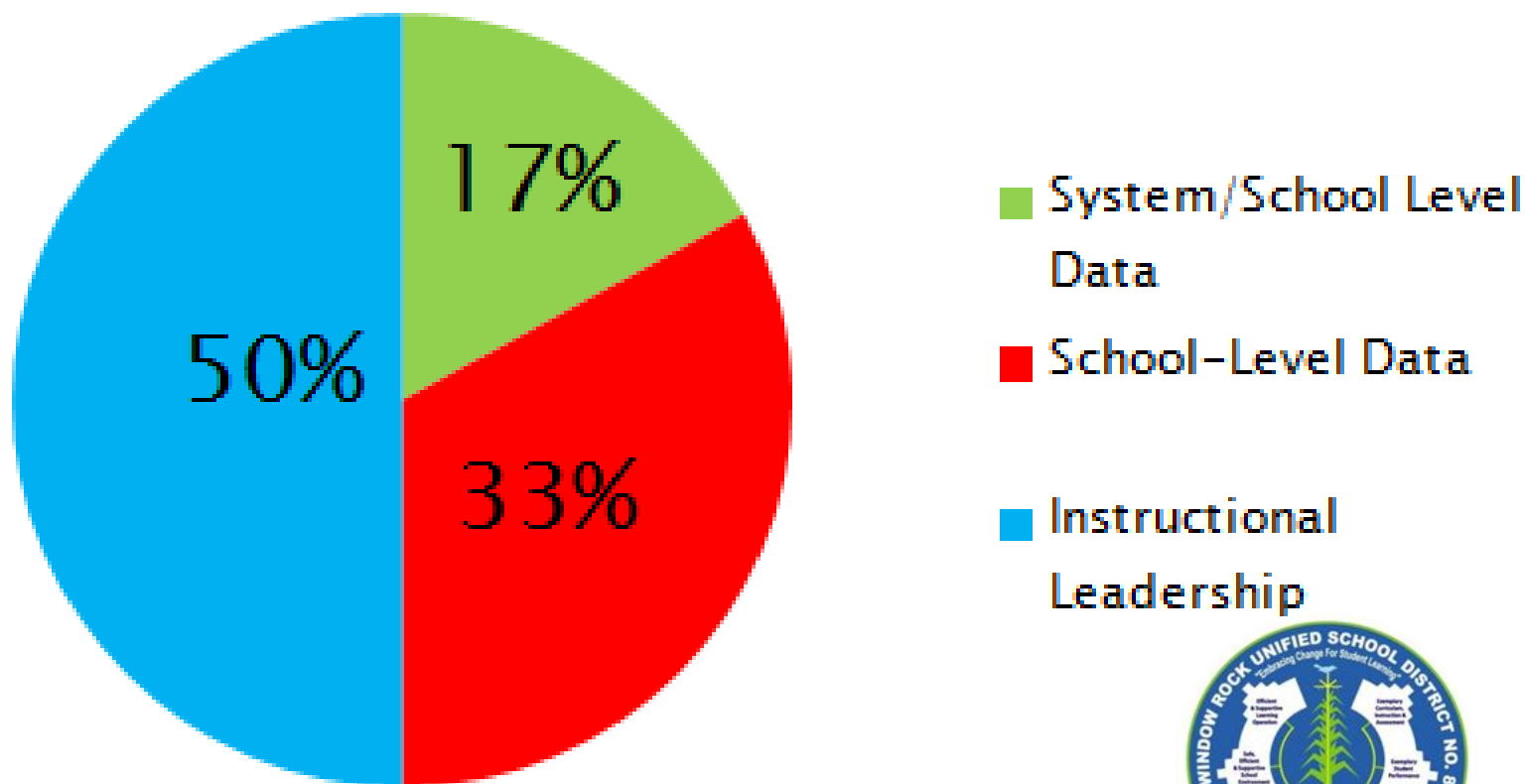


Principal Effectiveness

- ▶ Good Communicator
listens, collaborates, displays honesty & integrity, uses constructive criticism & has an 'open door' policy
- ▶ Displays Good Human Relations
supports & guides teachers, shows respect for teachers, students and parents
- ▶ Instructional Leader –
supports the vision & mission of the district
knowledgeable about the latest educational trends, laws & best practices, research & data driven.
- ▶ Motivator – leads by example, energetic dynamic & innovative, inspires & encourages staff to meet goals

Sample Weighting Principal Evaluations

Sample 1



Framework for Principal Evaluation Instruments

	School-Level Data= 33%	System/Program Level Data=17%	Instructional Leadership=50%
ALL PRINCIPALS	<ul style="list-style-type: none">•AIMS (Aggregate school or grade level results) and/or Stanford 10 (aggregate school or grade level results)= 20%•AZ LEARNS Profiles= 13%	<ul style="list-style-type: none">•Data Walks=10%•Benchmark Results (number of students moved to “on course”)= 7%	<p>Observation/ Evaluations= 40%</p> <p>Artifacts (ie, goal setting, PD Portfolio, implementation checklist, IPDP Plans)= 10%</p>